DOCUMENT RESUME

ED 147 059 95 RC 010 178

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TITLE Cooperative Project in Native American Development. Product Evaluation Report, Title IV, Part A, 1976-77.
INSTITUTION Saginaw Public Schools, Mich.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Indian Education.
PUB DATE Jul 77
NOTE 49p.; Handwritten responses in Appendix F may not reproduce well

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *American Indians; *Cultural Enrichment; *Curriculum Development; *Elementary Secondary Education; Instructional Materials; Language Arts; Material Development; *Parent Participation; *Program Evaluation; Social Studies
IDENTIFIERS *Michigan (Saginaw); Native Americans

ABSTRACT

Major objectives of the Cooperative Project in Native American Development during the 1976-77 school year were: development of 8 Michigan Woodland Indian Social Studies-Language Arts curriculum packages relevant to the needs of American Indian students (K-8) in 3 Michigan school districts; and development of a series of monthly cultural enrichment experiences to provide activities for some 47 students and their parents and to field test the curriculum packages. The curriculum packages were further evaluated via the locally developed Curriculum Quality Rating Scale and content analysis. The enrichment experiences were evaluated via review of the program director's records and the locally developed Cultural Program Evaluation Form. The evaluation, conducted by 3 evaluators and 1 specialist, indicated partial success in meeting program objectives (3 of the 8 packages were completed; all but 2 cultural experiences were completed; and 90% of the cultural enrichment participants responded positively to the questionnaire). Among the evaluators' 14 recommendations were: dissemination of the curriculum packages at county, state, and national levels; specific mastery criteria for some or all objectives in the 3 completed packages; development of an annotated bibliography for each reference material used; development of better relationships between curriculum activities and objectives; specification of basic materials and supplemental materials; more precise sequencing of objectives in the curriculum packages; and development of cross-referencing procedures for materials in each package. (JC)

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COOPERATIVE PROJECT IN NATIVE AMERICAN DEVELOPMENT

PRODUCT EVALUATION REPORT

TITLE IV, PART A

1976-77

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RC010178

TABLE OF CONTENTS

	Page
BACKGROUND INFORMATION AND PROJECT DESCRIPTION	1
EVALUATION PROCEDURES	3
PRESENTATION AND ANALYSIS OF DATA: PRODUCT	4
Product Data: Development of Eight Indian-Related Curriculum Packages	5
Product Data: Cultural Enrichment Experiences	22
SUMMARY	25
RECOMMENDATIONS	26
APPENDICES	28
Appendix A: Proposal Version of Objectives 3 and 4 . . .	29
Appendix B: Evaluation of Field Tested Materials of the Cooperative Native American Project . .	31
Appendix C: Curriculum Quality Rating Scale	32
Appendix D: Cultural Program Evaluation Form	39
Appendix E: Memo regarding alternative procudures for piloting the curriculum packages	40
Appendix F: Evaluation of Field Tested Materials of the Cooperative Native American Project (Completed Form)	41

Background Information and Project Description

This was the first year of the Cooperative Project in Native American Development funded through the U. S. Office of Education-Indian Education, Title IV, Part A. The program was the cooperative efforts of three school districts -- the City of Saginaw, Bridgeport, and Birch Run -- of which the City of Saginaw was the Local Educational Agency (LEA) of record. The project year started on June 20, 1976, and extended to June 19, 1977. An evaluation report concerning the 1976 Summer Indian Program (July 12-August 12) is available from the Department of Evaluation Services of the School District of the City of Saginaw.

This report deals with the regular school year activities (August 13, 1976-June 20, 1977) of the cooperative project. This portion of the project had two major objectives. One objective was the development of Woodland Indian Social Studies - Language Arts curriculums relevant to the needs of Indian students in grades K-8. A facilitator team, which consisted of two teachers and one parent (people of Indian descent whenever possible) from each of the respective districts, were to carry out these planned activities:

1. Assisted in the development of Indian-related curricular packages containing the following elements: grade level designation and appropriate subject area; list of and sources of materials for teacher and student use; student learning objectives; directions to teacher; suggested activities for utilizing materials, including discussion, related arts (crafts) activities, role playing, films and tapes, community resources; student and teacher suggested unit evaluation activities; cost for implementation per group of 30 students.

2. Locate and evaluate material related to the Woodland Indians.

3. Catalogue and index materials to correlate with subject area objectives at various grade levels.

4. Field test these packages on an overnight camping experience.

The other major project objective was to conduct monthly "Indian Cultural Enrichment Saturday" activities during the school year to meet the needs of Indian students. Proposed planned activities on the designated saturday were the following:

1. Indian students would participate in special activities such as working with beads, team work, ice skating, independent special interest activities, hiking, nature study etc.

2. At least six Indian-related presentations (during October, November, January, February, April, and May) by local Native Americans would be made to students, including demonstrations of such activities as dancing, beading, Indian food preparation, and other craft activities.

3. Indian students would participate in at least two weekend campouts (in October and May) at the Hartley Nature Camp. During these campouts the Indian-related curriculum packages would be field-tested and students would participate in the construction of the Indian Village at this site.

Evaluation Procedures

This evaluation report focused upon objective 3 (developing of eight curriculum packages) and objective 4 (conducting monthly saturday special activities) which were restated before in this report (see Appendix A for proposal version of these objectives). To keep track of the progress related to developing the curriculum, an evaluator attended 3 of the 7 scheduled facilitator meetings. In response to a need voiced by the project supervisor, a form for field testing materials (see Appendix B) was developed to obtain teacher reactions to curriculum materials. To further evaluate the curriculum packages, a locally developed Curriculum Quality Rating Scale (see Appenidx C) was used by three evaluators and a curriculum specialist tc rate the curriculum packages. This rating was done in addition to doing a content analysis of each package to insure each contained all curriculum of elements specified in objective 3.

Attainment of objective 4 was assessed by reviewing attendance logs, agendas, newspaper clippings, etc., kept by the project supervisor. In addition, special activity participants completed a locally developed Cultural Program Evaluation Form (see Appendix D) to assess the merits of all the monthly programs.

Presentation and Analysis of Data: Product

How much success did the Cooperative Project in Native American Development have this year in meeting its two primary goals? These goals were the development of eight Indian-related curriculum packages (2 primary language arts, 2 primary social studies, 2 intermediate language arts, 2 intermediate social studies) and the conducting of nine cultural enrichment experiences. The data presented in this section should provide an answer to the above question.

The data are divided into two parts. First, the findings from the Curriculum Quality Rating Scale will be presented for each of the curriculum packages. Second, data kept by the program supervisor will be analyzed to determine if the nine cultural enrichment experiences did take place and how participants felt about these sessions.

Following the presentation of this data, a summary of the results will be offered.

Product Data: Development of Eight Indian-Related Curriculum Packages

Facilitator teams met formally for ten all day sessions (August 30-31, October 21, and November 17-18, 1976, and January 12-13, February 23, March 24, and April 2, 1977). During that time they developed three curriculum packages (K-3, 4-6, and 6-8). Each curriculum package was structured such that language arts materials were used as a vehicle for the study of Michigan Woodland Indians. In this way they met the intent of the developmental effort while not generating the total number of packages specified.

The three packages had at least all the elements specified in the proposal. These elements were:

- grade level designation and appropriate subject area
- list of and sources of materials for teacher and student use
- student learning objectives
- directions to teachers
- suggested activities for using materials, including discussions, related crafts activities, role playing, films and tapes, community resources (including field trips and guest speakers)
- student and teacher suggested unit evaluation activities
- cost for the implementation per group of 30 students

Three evaluators and a curriculum specialist evaluated the quality of the elements and general package formats using the Curriculum Quality Rating Scale. A four point rating scale (1 = poor, 2 = fair, 3 = good, and 4 = excellent) was used to

evaluate the three curriculum packages. The results of the survey follow and include, by individual statement, average ratings for each grade span and related comments.

1. Objectives are clearly stated in measurable terms.

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.75	2.00	2.00

K-3 objectives approached a "3" rating (good) while 4-6 and 6-8 grade span objectives averaged a "2" rating (fair). Comments offered by the reviewers included:

K-3

- Objective three should be more specific. Will children be expected to identify and place all six pieces of clothing on the doll?
- Most of the objectives are tight enough and at the same time flexible enough to allow for variations by teachers and the materials available.
- The knowledge items, (e.g., require labeling) but fail to specify whether labeling is "conditioned response to an object" or the identification of characteristics of a new specimen.

4-6

- To the teacher who is involved in this curriculum the objectives are clearly stated.
- Troubled by the phrase "to the satisfaction of the teacher. Not measurable unless standard is more specific (i.e., how many correct responses out of 10 should a student be expected to get?)

4-6

- Objectives are poorly stated. This can be overcome by incorporating the item format into the written objective.

6-8

- Vague terminology related to student behavior.
- Objective II is not specific enough.
- Objectives lack standards.
- Liked the fact that some comprehension and analysis behaviors were taught and tested.

2. Objectives specify expected proficiency levels (criteria).

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.25	1.75	1.75

K-3 objectives barely surpassed a "2" rating (fair), while 4-6 and 6-8 grade span objectives approached a "2" rating (fair). Comments offered by reviewers included:

K-3

- No criteria, unless 100% assumed.
- Objectives III and VI are somewhat vague (e.g., All six items for objective III?)
- Concepts and reading skills are at difficult second or third grade levels.

4-6

- Bothered by the phrase "to the satisfaction of the teacher".

4-6

- Left to "acceptable to teacher" which may be lright if this is only a survey experience.
- What is ... "to the satisfaction of the teacher"?

6-8

- Criteria <u>not</u> specified.
- Teacher judgment seems to be arbitrary.

3. <u>Activities are linked to the attainment of objectives.</u>

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.75	3.25	3.00

Grades 4-6 activity linkage to objectives averaged a "3.25" rating (better than good), while grades 6-8 activity linkage earned a "3" rating (good) and grades K-3 earned the lowest rating of "2.75". Comments offered included:

K-3

- Skills for carrying out activities demand maturity of third grade or older pupil and at earlier levels there are not activities that provide conceptual learnings.
- Surface linkage, however, a lot of information not specified (i.e., "treat each tribe separately", yet distinguishing characteristics not mentioned or text source not specified).
- No activities listed for objective VI (vocabulary). Others although stated briefly, appear to be related directly to the objective.

4-6

- Too much emphasis on purely cognitive aspects of the course (e.g., objective I).
- Very good manipulative activities that all seem related to the objectives. However, emphasis on reading seems low.
- The procedures section tells "why" the activities are much better than the other two curriculum packages.

6-8

- Some activity and procedures lacked enough detail to see linkage to objectives while other [illegible]s were quite complete.
- Variance among the several objectives. Some need major revisions (e.g., objective VIII is probably an activity to lead to an understanding of Indian music and objective X is probably an activity to lead to an understanding of Indian folk lore).
- Again the use of good manipulative activities.

4. Activities and materials are suited to the age group.

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.00	3.00	3.25

Suitability of activities and materials to pupils were rated the highest "3.25" (above good) for grade span 6-8 while grades K-3 and 4-6 had an average ratings of "2" (fair) and "3" (good) respectively. Comments offered by the reviewers follow:

K-3

- Geographic concepts may be too difficult for the lower age groups.
- Objectives may be too detailed and vocabulary too hard for younger students.
- Suitability of activities and materials depends upon how the objective is taught. Doesn't appear from the outline that differences between 5 and 8 year olds are taken into account. In this age group, there exist different levels of skills and interests.
- Young children are just learning how to write, to use art materials, etc. Specific products suggested require more advanced skills.

4-6

- Again all children should be encouraged to read.
- Good, children of this age group are becoming interested in the history of their area, in peoples, and in survival skills.

6-8

- Activities would be more appropriate for grades 4-6.
- Some activities acceptable for eighth graders but questionable for sixth graders.
- Well suited for most pupils in grades 6-8.

5. Materials, activities, and procedures are arranged and presented in a way which facilitate teacher use.

	Grade Span		
	K-3	4-6	6-8
Average Rating	3.00	3.25	2.75

The arrangement and presentation of materials, activities, and procedures was rated the highest "3.25" (above good) for grades 4-6. Grade spans K-3 and 6-8 were rated "3.00" and "2.75" respectively on their arrangement and presentation of materials, activities, and procedures. Comments offered by reviewers follow:

K-3

- Relationships among materials, procedures, and activities are vague.
- Especially well done on objectives 1-5.
- Number of classroom activities impressive.
- All materials not included in package (e.g., pictures). Some activities are too advanced.

4-6

- Well done.
- Procedure description cumbersome to read, not the place to go into such detail.
- Good, the procedure section tells "why" the activities are related to the objectives much better than the other two curriculum packages.

6-8

- Needs to be ordered (placed in a logical sequence).
- Very clear, well coordinated.

6. Materials (e.g., readings, films, and tapes) are explicitly delineated for each objective.

	Grade Span		
	K-3	4-6	6-8
Average Rating	3.25	3.25	2.75

In terms of explicitly delineating materials for each objective grade spans K-3, 4-6, and 6-8 were rated either slightly above or below "good" (3.25, 3.25 and 2.75 respectively). The reviewers offered the following comments:

K-3

- I wish other programs would be this explicit. Materials are diverse and seem to be of interest to children.
- Outline does not specify which are basic and which are supplemental nor the precise contribution of a given piece of written material.

4-6

- Updated editions of the curriculum should prioritize materials in terms of importance.
- Not specific enough to locate the actual films, tapes, books, etc.
- Excellent except for objectives 7, 8, and 9 where title and author of books should be specified.

6-8

- Readings, films, and tapes have <u>not</u> been delineated.
- Strongest area of this curriculum. Materials still need to be listed for objective I.
- To a greater degree than in other packages or units. Still could be improved.

7. <u>Sound student test items are provided for each objective</u>.

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.50	2.50	2.25

All three grade span curriculums were rated somewhere between good and fair (average) in terms of sound test items. Comments offered by the reviewers follow:

K-3

- Conditions under which items are used must be worked out by committee before teachers can use them.
- Some test items (listings as in objectives I and and V) may not be appropriate for kindergarten. Item for objective V not specific to this objective. Criteria for objective III not specified.
- Excellent provided they are piloted, but this is a good start.
- Age differences do not seem to have been taken into account between grades K-3.

4-6

- Some editing needed--omissions, assumptions, etc.
- Use of a lot of true/false items is good because they allow for broad, quick coverage of material.
- Functional items, but hardly fun for the students. Could some tests be made as interesting as subject matter?
- Test items are too lengthy for the age group. Extensive amount of reading is necessary. Criteria for mastery of each item not specified.

6-8

- Outline for developing a test is provided.
- Most items good. Essay would be difficult to score unless they are just used as a learning/research experience.
- Good variety of test items. Objective III item 2 needs rewording: "Explain the differences ..." Standards needs to be specified.

- No specific measure for item mastery. Who's option for oral or written test?

8. Objectives are sequenced such that they build upon each other where possible.

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.25	2.75	2.25

K-3

- Content is largely isolated facts.
- Sequencing of the work is needed. Sequence could proceed from large to small or vice versa (e.g., 1. Location/tribe, 2. housing, 3. communication, 4. food, etc.)

4-6

- Some objectives could be combined (e.g., those related to different methods of obtaining foods).
- This packet seems better sequenced than the K-3. It seems to nearly follow the logical sequence I previously suggested.

6-8

- Objectives are presented as isolated entities.
- Seems to cover broad range even though objectives don't build upon each other.
- Some objectives could be combined as one.

9. Curriculum provides for variety in presentations (e.g., audio visual, discussion, individual readings, etc.).

	Grade Span		
	K-3	4-6	6-8
Average Rating	3.50	3.50	3.50

The curriculum's provision for variety in presentation was rated 3.50 (between good and excellent) for all three curriculums. The reviewers provided the following comments:

K-3

- Variety for third graders is provided but it is very limited for younger children.
- Excellent variety -- appears to be strong emphasis on reading. I like the manipulative things. Should there be greater emphasis on writing (see objective I "creative writing")? Seems like excellent opportunity for oral language stories in lower grades.

4-6

- I like the manipulative things. Appears to be strong emphasis on reading.

6-8

- I like the manipulative things. Appears to be strong emphasis on reading.
- Good provision for variety if delineated for teachers.

10. Clear procedures for teachers are included with each objective.

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.50	3.00	3.00

In terms of providing clear procedures for teachers, grade spans 4-6 and 6-8 obtained an average rating of "3" (good) and grade span K-3 obtained an average rating of "2.50" (between fair and good). The following comments were offered by reviewers:

K-3

- Procedures are top dependent upon intensive inservice sessions or one-to-one consultant services.
- Yes, but too much left to teacher's research. It is assumed he/she will be able to find a lot of factual materials.
- Objectives IV and V are particularly strong. Other objectives appear more general. certainly not as well developed as the materials list.

4-6

- Procedures need cross-referencing to resources.
- Good enough for a professional to figure out.
- Much more detailed than K-3 procedures.

6-8

- If objectives are edited, procedures are probably helpful.
- Provides good outline for teachers.
- Assumes a little too much.

11. <u>A usable teacher evaluation form is provided to evaluate the curriculum</u>.

	Grade Span		
	K-3	4-6	6-8
Average Rating	4.00	4.00	3.67

The average rating of reviewers ranged between good to excellent for grade spans K-3, 4-6, and 6-8 (4.00, 4.00, 3.67, respectively) when asked to rate the usability of the curriculum evaluation form. The reviewers offered the following comments:

K-3, 4-6, and 6-8 Combined

- A usable form has been provided.
- Should be helpful. Question number 3 should read: "For what portion ..."

12. <u>A clear, philosophical and/or theoretical statement of the purpose of the curriculum is provided</u>.

	Grade Span		
	K-3	4-6	6-8
Average Rating	1.33	1.33	1.33

In terms of providing a clear, philosophical and/or theoretical statement of purpose, the curriculum was rated 1.33 (between poor and fair). The comments offered by the reviewers follow:

K-3, 4-6, and 6-8 Combined

- "Understandings" and "cross-cultural communications" need to be tied to time and space.
- Could benefit by a concise, well-thought-out statement. What makes it innovative?
- The overall purposes and goals need to be explained in a position paper to use as a selling point.
- Is this for use with Indian children only?

13. The procedures are ready for classroom use.

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.75	3.00	2.75

The curriculum was rated "2.75" (between good and excellent) for grade spans K-3 and 6-8, and "3" (good) for grade span 4-6 in terms of having procedures classroom ready. The reviewers offered the following comments:

K-3, 4-6, and 6-8 Combined

- Procedures appear to be classroom ready, however, this depends upon the purchase of materials.
- A good skeletal summary of some productive brainstorming, only. (This reviewer felt that the procedures required a field testing and further modifications before they would be ready for teacher use.)
- If accompanied by consultant services or carried out by staff who has background in Michigan Indians.

14. The cost figures for implementing the curriculum package for a class of 30 pupils seem reasonable.

	Grade Span		
	K-3	4-6	6-8
Average Rating	2.33	2.67	2.67

In terms of having reasonable cost figures, the curriculum was rated between fair and good for grade spans K-3, 4-6, and 6-8 (2.33, 2.67, and 2.67 respectively). The reviewers offered the following comments:

K-3, 4-6, and 6-8 Combined

- I don't know, books are expensive. Must all of them be purchased? How much does a resource person cost?
- Seems low, should include cost of both required and optional materials (e.g., leather).
- Should include printing and mailing costs.
- Materials should be itemized. Dollar figures are too general. I have to assume that the tals are reasonable.

15. Could you provide any comments or suggestions on how to improve and/or expand this curriculum package?

The reviewers provide the following suggestions about how to modify the curriculum packages:

K-3

- For K-1 develop an "awareness" curriculum, for grade 2 "awareness" plus oral language readiness, and for grade 3 emphasize cause-effect relationships. Develop at least one ready-to-use teaching unit for each level.
- Specify whether there are instructional or assessment differences among the grades. Does the entire curriculum package apply equally to grades K and 3?
- If possible, expand procedures for objectives I-IV.
- Reading test items not appropriate for this grade because of vocabulary (K and 1).
- Attempt to fill in some of the factual details which will be needed by a teacher in presenting a unit of study such as this. Provide actual background material.
- All material not available for teacher (e.g., pictures).

4-6

- Might consider making test instruments more interesting for students.

- Specify performance standards for each objective, weakest part of this curriculum package.

- Overall, very high mark for this curriculum package in relation to the other two. This package should serve as a model for the other two.

6-8

- Grades 6-8 can use more research activities, more value clarification procedures, etc. Then the "rote" learnings will come about in a relevant problem-solving situation. Suggested topics:

  - Contributions to our State's Development
  - Economic Problems: Past, Present
  - Cause-Effect Relationships:
    housing -- geography, climate
    group patterns -- geography, climate
    basic rules -- states development of territorial rights, division of labor, child-rearing practices

- Students may have difficulty in oral recitation for testing purposes.

- Not all materials seem to be readily available for teacher use.

General (K-3, 4-6, and 6-8 Combined)

- Test administration directions are needed for each curriculum package.
- Develop a philosophy statement for the entire curriculum.
- Develop an annotated bibliograph relating what can be found in each reference to assist the teacher in using the curriculum.

  Example:

  Little Indian ABC by Lucero, Fountina, Publisher, data, # pages., library?

  - Paragraph explain potential use or benefits, like explains Indian communication systems
    - smoke signals
    - sign language
    - alphabet
    - vocabulary words
  - Illustrated, appropriated for grades 4-6 and 6-8.

- Retype "Additional Information" providing for wide margins, double spacing, cross-reference with objectives.

NOTE: The curriculum packages are not included in this report due to their length. They are available either from Mr. Larry Fisher, Project Supervisor, Cooperative Native American Development Project, Saginaw Intermediate School District, 6235 Gratiot, Saginaw, Michigan 48603; or the Department of Evaluation Services, School District of the City of Saginaw, 550 Millard, Saginaw, Michigan 48607.

Product Data: Cultural Enrichment Experiences

There were three primary performance objectives related to the conducting of Indian cultural enrichment experiences. They were:

1) One Saturday per month will be designated "Indian Cultural Enrichment Saturday." At that time, Indian students will participate in special activities such as beading, team games, ice skating, independent special-interest activities, hiking, nature study, etc.

2) At least six Indian-related presentations will be made to students, including demonstration of such activities as dancing, beading, and other crafts activities, Indian food preparation, etc. Local Native Americans will be hired to conduct these activities in October, November, January, February, April, and May.

3) Indian students will participate in at least two weekend campouts at the Hartley Nature Camp, where Indian Related Curricular Packages will be field-tested and students will participate in the construction of the Indian Village at that site (already underway). Campouts will be held in October and May.

Objectives one and two were attained, while objective three was not. Ten Indian cultural enrichment experiences were held (on Saturday, December 18, 1976; and the Wednesday's of January 19, February 2 and 16, March 2 and 16, April 6 and 20, and May 4 and 18, 1977). Records suggest that 36 different class sessions were held in four basic areas -- loom beadwork, Native American dance, basketmaking, and Native American clothing. During the course of the classes, 47 students and 24 adults were involved. These participants only represented the school districts of Saginaw and Bridgeport. It seems like a special attempt to involve the Native Americans from Birch Run should b-

made by program leadership. Thus, an analysis of records (attendance sheets, memos about the sessions, newspaper clippings, sketchy agendas and expense vouchers) indicate that at least nine cultural enrichment experiences were held and that special interest classes took place.

Objective two was attained with at least 36 class sessions being held with the help of four local Indians as demonstrators. These sessions, however, were not distributed throughout the year as suggested in the second objective. The major intent of objective two, however, seems to be satisfied.

Objective three was not attained due to contractual constraints and the voluntary nature of the program concerning Saturday activities. These constraints are further compounded because three different school districts are involved in this cooperative venture. Certain alternative means (see Appendix E) were suggested for fulfilling the major intent of this objective (i.e,, piloting the curriculum packages). One teacher did use materials (i.e, a film on Navajo Indians) in her classroom as suggested and reacted to this film (see Appendix F for her reactions). This single instance with one film by no means constitutes a field testing and thus objective three was not attained.

To determine how program participants felt about the ten cultural enrichment experiences, the Cultural Program Evaluation Form (see Appendix D) was administered to program participants during the final cultural enrichment experience. A total of 26 individuals (11 students, 13 parents, and 2 instructors) responded to the six questions. The chart following presents the

number and percent responding yes, no, and not sure to each question.

	Yes		No		Not Sure	
	#	%	#	%	#	%
1. Did you enjoy the program as a whole?	26	100%	0	0%	0	0%
2. Was the program biased, bigoted or deliberately misleading or humiliating to Native Americans?	0	0%	26	100%	0	0%
3. Was the program easily understood?	25	96%	0	0%	1	4%
4. Would you like other programs like this one?	24	92%	1	4%	1	4%
5. Did you gain knowledge in the Indian culture as a result of having attended this program?	25	96%	0	0%	1	4%
6. Would you recommend this program to other Native American groups?	26	100%	0	0%	0	0%

For each of the six questions above, 92% or more of the participants responded in the desired direction. All the participants enjoyed the program (question 1), felt the program was not biased, bigoted, or deliberately misleading or humiliating to Native Americans (question 2), and would recommend this group to other Native American groups (question 6). Almost all of the respondents (96%) felt the program was easily understood (question 3) and they gained knowledge about the Native American culture as a result of it (question 5). All but two of the respondents (92%) wanted other programs like this one. These results indicate that almost all of the program participants viewed the cultural enrichment experiences positively.

Summary

The Cooperative Project in Native American Development had two major objectives during its regular school year operation (August 13, 1976, to June 20, 1977). One objective was the development of a total of eight Michigan Woodland Indian Social Studies - Language Arts curriculum packages revelant to the needs of Indian students in grades K-8. Three facilitator teams, which consisted of two teachers and one parent from the respective districts, were to complete the curriculum packages under the guidance of the project supervisor.

The other major project objective was to conduct a series of monthly cultural enrichment experiences to provide for special activities for some 47 students and their parents in addition to field testing the curriculum packages.

The evaluation found that both objectives were partially attained. Three of the eight curriculum pakcages were developed with all proposed aspects. A panel of three evaluators and one curriculum specialist reviewed the packages and offered specific recommendations for their improvement. All the cultural enrichment experiences (special activities and Indian-related presentations by local Native Americans), except for the two weekend campouts to field test the curriculum packages, did take place. Questionnaire results from cultural enrichment participants revealed that over 90% of them enjoyed the program and thought it was a valuable experience.

Recommendations

Listed below are a series of recommendations based on this year's evaluation. The purpose of these recommendations is to improve the cultural enrichment experiences and the curriculum packages. The reader should note that while there is much room for improvement, a good start has been made.

1. A special attempt should be made to involve the Indian families from the Birch Run School District in the cultural enrichment program. This could be done in a number of ways (e.g., locate experiences closer to Birch Run and run the notice of the meetings in the Birch Run "Banner" newspaper and/or the Birch Run School District newsletter).

2. An effort should be made to spread the meetings of the cultural enrichment experiences more evenly throughout the school year. Parents' interest in such an experience might be greater at the beginning of the year and this may help maintain greater interest throughout the year.

3. Dissemination and diffusion of the curriculum packages should be undertaken at the county, state, and national level. A flyer should be developed describing the curriculum packages to be used as one of the dissemination techniques. In addition, key administrators involved with curriculum (e.g., Assistant Superintendents for Elementary and Secondary Instruction) in at least the three cooperating school districts (Birch Run, Bridgeport, and Saginaw) should be sent copies of the curriculum packages with an accompaning letter explaining their intent.

4. A well-though-out philosophical statement concerning the curriculum packages should be developed by the program supervisor in conjunction with the facilitator teams. This statement could include the following: primary student population to be served, why are the packages innovative, the time frame covered by the curriculum packages, how and why the objectives are sequenced, and what is to be gained by working through such activities.

5. All three curriculum packages suffer from the lack of specific mastery criteria for some or all objectives. Specific objectives lacking these proficiency levels and further discussion appears in the body of this report.

6. An annotated bibliography should be developed for each reference material stating its strong points and the most applicable grade level to use this material.

7. The procedure section of the curriculum packages (K-3 and 6-8 in particular) need to be upgraded to tell "why" the activities are related to the objectives.

8. Each aspect of the curriculum packages (K-3 in particular) should be reviewed with an eye toward whether it can be handled for all grade levels involved or special note should be made that it appears only appropriate for a particular grade level.

9. The sequencing of objectives in the curriculum packages (K-3 and 6-8 in particular) should be revised and follow some logical sequence (i.e., from largest to smallest concept or vice verse).

10. It seems advisable to specify what materials are basic and which ones are supplemental to help teachers in their search for materials.

11. Better test administration directions and test items needed to be written for the curriculum packages (6-8 in particular).

12. Procedures need to be cross-referenced to materials for each curriculum package.

13. Cost figures for implementing the curriculum packages for a class of 30 pupils should be itemized after the 1977 Native American Summer School Program.

14. Program leadership and facilitator teams should review the particular comments made by the curriculum review panel (presented in the body of this report) for further recommendations to improve the curriculum packages.

APPENDICES

APPENDIX A

Project Title Cooperative Project in Native American Development

Goal To develop 8 Indian-Related Curricular Packages in a cooperative venture with Birch Run and Bridgeport-Spaulding School Districts designed to meet the special needs of 167 Indian students for increased cultural awareness and enrichment.

Objective Number 3

Target Population	167 Indian students of the School District of the City of Saginaw, 144 Indian students of the Bridgeport-Spaulding School District, and 120 Indian students of the Birch Run School District (All Indian students will be invited to participate).
29 Results/Benefits	1) Three Indian Education Facilitators per district will be trained to conduct inservice activities to train total staff in Indian Education needs, goals, activities, techniques, etc. 2) A replicable teacher inservice model for use in other districts will result
Planned Activities	Project supervisor, two Indian teachers, and one Indian parent from each district, with consultant help from the State office of Indian Education, will: 1) Locate and evaluate relevant material related to the Native American, 2) Catalogue and index materials to correlate with subject area objectives at various grade levels, 3) Develop 8 Indian-related curricular packages (2 Primary Language Arts, 2 Primary Social Studies, 2 Intermediate Lang. Arts, 2 Intermediate Soc. Studies), containing the following elements: -grade level designation and appropriate subject area; -list of and sources of materials for teacher and student use; -student learning objectives; -directions to teacher; -suggested activities for utilizing materials, including discussion, related crafts activities, role-playing, films and tapes, community resources (including field trips, and guest speakers) -student and teacher suggested unit evaluation activities (i.e., were objectives attained? Was the unit usable for students and teachers?); - cost for implementation per group of 30 students. 4) Field test these packages on overnight camping experiences.
32 Evaluation	1) A content analysis of the 8 curricular packages will evidence that they were developed and do contain the element specified under "Planned Activities" above 33

APPENDIX A

Project Title Cooperative Project in Native American Development

Goal To conduct activities during the school year to meet the special needs of Indian students for cultural awareness and enrichment, special physical education/ recreational programs

Objective Number 4

Target Population	167 Indian students of the School District of the City of Saginaw, 144 Indian students of the Bridgeport-Spaulding School District, and 120 Indian students of the Birch Run School District (All Indian students will be invited to participate)
Results/Benefits	1) Indian students will experience positive recreational-social activities with other Indian students 2) Indian students will evidence increased cultural awareness
Planned Activities	1) One Saturday per month will be designated "Indian Cultural Enrichment Saturday". At that time, Indian studen will participate in special activities such as beading, team games, ice skating, independent special-interest activities, hiking, nature study, etc. 2) At least six Indian-related presentations will be made to students, including demonstration of such activities as dancing, beading, and other crafts activities, Indian food preparation, etc. Local Native Americans will be hired to conduct these activities in October, November, January, February, April, and May. 3) Indian students will participate in at least two weekend campouts at the Hartley Nature Camp, where Indian Related Curricular Packages will be field-tested and students will participate in the construction of the Indian Village at that site (already underway). Campouts will be held in October and May.
Evaluation	1) Evaluation will entail documenting that the activities specified under "Planned Activities" above were held as outlined, i.e., activities described were actually offered and learnings available were related to the Indian Culture.

APPENDIX B

EVALUATION OF FIELD TESTED MATERIALS OF THE
COOPERATIVE NATIVE AMERICAN PROJECT

Title of materials used: _____

Number of pupils in the class using the materials: _____

Date of use: _____

Teacher: _____

Grade: _____

School: _____

1. Were the goals and/or objectives of each lesson clearly stated?

Yes
No
Comments: _____

_____

_____

_____

2. Please rate the following factors relating to teacher usability of materials by circling the number (1=poor to 4=excellent) that describes each listed aspect of the material the best.

	Poor			Excellent
•Ease of teacher use	1	2	3	4
•Comprehensive teacher directions	1	2	3	4
•Clear teacher directions	1	2	3	4
•Clear student directions	1	2	3	4
•Allowance for student capability	1	2	3	4
•Allowance for variety in student response	1	2	3	4
•Provisions for variety in presentation (e.g. audio visual, discussion, individual work, etc.)	1	2	3	4

Comments: _____

_____

_____

_____

3. What portion of your class was the reading level appropriate?

   A. All
   B. Most
   C. Some
   D. Few

Comments: _____

_____

_____

_____

4. What portion of your class was interested in the materials?

   A. All
   B. Most
   C. Some
   D. Few

Comments: _____

_____

_____

_____

5. In your opinion, were the materials culturally relevant to the best interests of the Native American people?

   Yes
   No

Comments: _____

_____

_____

_____

6. Would you recommend this material for use by other teachers at your grade level?

   Yes, please explain below.
   No, please explain below.

Explanation: _____

_____

_____

7. How well did the materials aid in the accomplishment of the goals and/or objectives of the lesson?

   A. Effective
   B. Somewhat effective
   C. Ineffective

8. How would you improve the material? (e.g. better pictures, useage of different vocabulary, change sequence of materials, provide pre- and post-test over materials, etc.)

   Comments: _____

   _____

   _____

   _____

9. Circle the statement that best describes the present nature of the material in terms of readiness for classroom use.

   A. Further modications needed before next field testing
   B. No modications evident, but another field testing seems advisable
   C. Material ready for inclusion into packet set of curriculum material

   Comments: _____

   _____

   _____

   _____

10. Comment on any additional concerns, reactions to materials, etc. (e.g. the sequencing of lessons 1, 2, and 3 seems to be reversed, readiness assumption inappropriate, quality of materials excellent but they seem not to appeal to pupils, materials lacked adaptability and divisibility, material incompatible with other cultural materials, etc.)

   _____

   _____

   _____

   _____

   _____

11. Where, in which curriculum area(s), and under what circumstances do you feel the materials should be placed in the existing curriculum?

Comments: _____

_____

_____

_____

12. If possible, comment on additional materials that could be included.

Comments: _____

_____

_____

_____

APPENDIX C

Name of Curriculum _____ Evaluator _____

Grade Level of Curriculum _____ Date _____

CURRICULUM QUALITY RATING SCALE

Directions: Complete the demographic data at the top. Be sure to review the curriculum package thoroughly before completing this instrument. Rate each aspect of the curriculum by circling the number (1 = poor to 4 = excellent) that best describes its quality. Provide comments to support each rating.

1. Objectives are clearly stated in measurable terms.

Poor			Excellent
1	2	3	4

Comments: _____

_____

2. Objectives specify expected proficiency levels (criteria).

Poor			Excellent
1	2	3	4

Comments: _____

_____

3. Activities are linked to the attainment of objectives.

Poor			Excellent
1	2	3	4

Comments: _____

_____

4. Activities and materials are suited to the age group.

Poor			Excellent
1	2	3	4

Comments: _____

_____

5. Materials, activities, and procedures are arranged and presented in a way which facilitite teacher use.

Poor			Excellent
1	2	3	4

Comments: _____

_____

6. Materials (e.g., readings, films, and tapes) are explicitly delineated for each objective.

Poor			Excellent
1	2	3	4

Comments: _____

_____

7. Sound student test items are provided for each objective.

Poor			Excellent
1	2	3	4

Comments: _____

_____

8. Objectives are sequenced such that they build upon each other where possible.

Poor			Excellent
1	2	3	4

Comments: _____

_____

9. Curriculum provides for variety in presentations (e.g., audio visual, discussion, individual readings, etc.).

Poor 1 2 3 Excellent 4

Comments: _____

_____

10. Clear procedures for teachers are included with each objective.

Poor 1 2 3 Excellent 4

Comments: _____

_____

11. A usable teacher evaluation form is provided to evaluate the curriculum.

Poor 1 2 3 Excellent 4

Comments: _____

_____

12. A clear, philosophical and/or theoretical statement of the purpose of the curriculum is provided.

Poor 1 2 3 Excellent 4

Comments: _____

_____

13. The procedures are classroom ready for use.

Poor 1 2 3 Excellent 4

Comments: _____

_____

14. The cost figures for implementing the curriculum package for a class of 30 pupils seem reasonable.

Poor			Excellent
1	2	3	4

Comments: _____

_____

15. Could you provide any comments or suggestions on how to improve and/or expand this curriculum package.

_____

_____

_____

_____

_____

APPENDIX D

TITLE IV PROGRAM

CULTURAL PROGRAM EVALUATION FORM

Please answer the following questions below to the best of your ability.

1 = yes
2 = no
3 = not sure

1) Did you enjoy the program as a whole? _____

2) Was the program biased, bigoted or deliberately misleading or humiliating to Native Americans? _____

If so, please explain what inaccuracies you noted:

_____

_____

_____

3) Was the program easily understood? _____

4) Would you like other programs like this one? _____

5) Did you gain knowledge in the Indian culture as a result of having attended this program? _____

6) Would you recommend this program to other Native Americans and Native American groups? _____

Please make any other comments you wish to make below:

_____

_____

_____

_____

APPENDIX E

TO: Larry Fisher

FROM: Richard Claus

RE: Memo dated October 22, 1976

DATE: October 27, 1976

I am sorry to hear that objections have been voiced over the Saturday activities and the week in January experience at Hartley Outdoor Education Center. These objections however, only seem natural when contractual constraints and the voluntary nature of the program (i.e. some regular classroom teachers with no real commitment to Native American education) are considered.

Some alternatives do come to mind. First, you could try to pilot the curriculum in the regular classroom for 30 minutes per week for a number of weeks. Second, you could plan a "Native American" week observance in a number of schools with the purposes of piloting certain portions of the curriculum, exposing the student body to dramatic presentations of "Native American" events, sharing historical contributions of American Indians, etc. If either of these alternatives are undertaken, I would advise you to gather data (e.g. the ease of use of the curriculum materials, the appropriateness of grade placement of reading materials, the sequencing of instruction, etc.) about the curriculum packets piloted. I would be willing to help you in the design of a survey instrument to gather these reactions to the curriculum piloted. A third alternative would be to have us write a disclaimer in the evaluation report about the problem. The disclaimer would focus upon the problems that all programs of a voluntary nature involving more than one school district have no matter whether they are rated high or low. However, if this alternative is chosen more effort should be shown in other areas (i.e. curriculum development) and at least piloting attempts should be made in at least one school (more if possible) at every grade level of the curriculum. Again, this piloting effort should be monitored.

kjk

cc Barry E. Quimper

p.s. By voluntary, I mean the <u>time</u> committed to weekend activities by teachers. The districts participating accepted the money and have a responsibility to pilot the curriculum developed. Thus district administrators should be reminded that acceptance of the money meant they were willing to allow the piloting of the curriculum.

APPENDIX F

EVALUATION OF FIELD TESTED MATERIALS OF THE
COOPERATIVE NATIVE AMERICAN PROJECT

Title of materials used: Navajo Boy - Film

Number of pupils in the class using the materials: 27

Date of use: Nov. 76

Teacher: Freeda McCauley

Grade: Second

School: Schluckebier - Bridgeport

1. Were the goals and/or objectives of each lesson clearly stated?

(Yes)
No

Comments: Showed the Navajo way of life -- in his home, at school, duties around his home & the roles of his parents + grandparents.

2. Please rate the following factors relating to teacher usability of materials by circling the number (1=poor to 4=excellent) that describes each listed aspect of the material the best.

	Poor			Excellent
•Ease of teacher use	1	2	3	(4)
•Comprehensive teacher directions	1	2	3	4
•Clear teacher directions	1	2	3	4
•Clear student directions	1	2	3	4
•Allowance for student capability	1	2	3	4
•Allowance for variety in student response	1	2	3	4
•Provisions for variety in presentation (e.g. audio visual, discussion, individual work, etc.)	1	2	(3)	4

Comments: Very good for discussion of the differences in the Navajo culture + most Bridgeport boys + girls.

3. What portion of your class was the reading level appropriate?

A. All
B. Most
C. Some
D. Few

Does not apply

film vocabulary

Comments: Vocabulary suitable for all second grade students in my room.

4. What portion of your class was interested in the materials?

A. All
B. Most
C. Some
D. Few

Comments: Much interest shown in the film

5. In your opinion, were the materials culturally relevant to the best interests of the Native American people?

Yes
No

Comments: I feel the film portrayed a very good picture of the Navajo - World of today.

6. Would you recommend this material for use by other teachers at your grade level?

Yes, please explain below.
No, please explain below.

Explanation: I saw it with two other second grade classes in our building + all showed a keen interest. We have used it also in previous years.

7. How well did the materials aid in the accomplishment of the goals and/or objectives of the lesson?

   (A.) Effective
   B. Somewhat effective
   C. Ineffective

8. How would you improve the material? (e.g. better pictures, useage of different vocabulary, change sequence of materials, provide pre- and post-test over materials, etc.)

   Comments: I like it just the way it was presented

9. Circle the statement that best describes the present nature of the material in terms of readiness for classroom use.

   A. Further modications needed before next field testing
   B. No modications evident, but another field testing seems advisable
   (C.) Material ready for inclusion into packet set of curriculum material

   Comments: Very worthwhile material if Navajo are native American

10. Comment on any additional concerns, reactions to materials, etc. (e.g. the sequencing of lessons 1, 2, and 3 seems to be reversed, readiness assumption inappropriate, quality of materials excellent but they seem not to appeal to pupils, materials lacked adapt ability and divisibility, material incompatible with other cultural materials, etc.)

11. Where, in which curriculum area(s), and under what circumstances do you feel the materials should be placed in the existing curriculum?

Comments: Put in dept. of Indian in other sections of U.S.

12. If possible, comment on additional materials that could be included.

Comments: I had a father build a wigwam in my classroom in Nov. '76. He brought in the poles & the students covered it with paper & painted Cherokee symbols on it. They had ditties on Cherokee words, Cherokee symbols & Cherokee pictures, also.

They love to sit in the wigwam on a reading nook (mp?) and to do various other assignments in there. They love the privacy & recently voted to keep it up until after Easter. They put new paper on it & are going to paint seasonal changes on it.

There was much interest in our wigwam at the Open Houses in Christmas Walk-Through in November.

One Second Grade teacher (from our region) has her students build different dwellings of various Indian Tribes throughout our country - among them, Construction paper etc.